



Bell's Crossing Elementary

804 Scuffletown Road
Simpsonville, SC 29681

Grades	K-5 Elementary School	
Enrollment	1,175 Students	
Principal	Barbara A. Barlow	864-355-3800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Average
2007	Good	Average
2006	Good	Below Average
2005	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

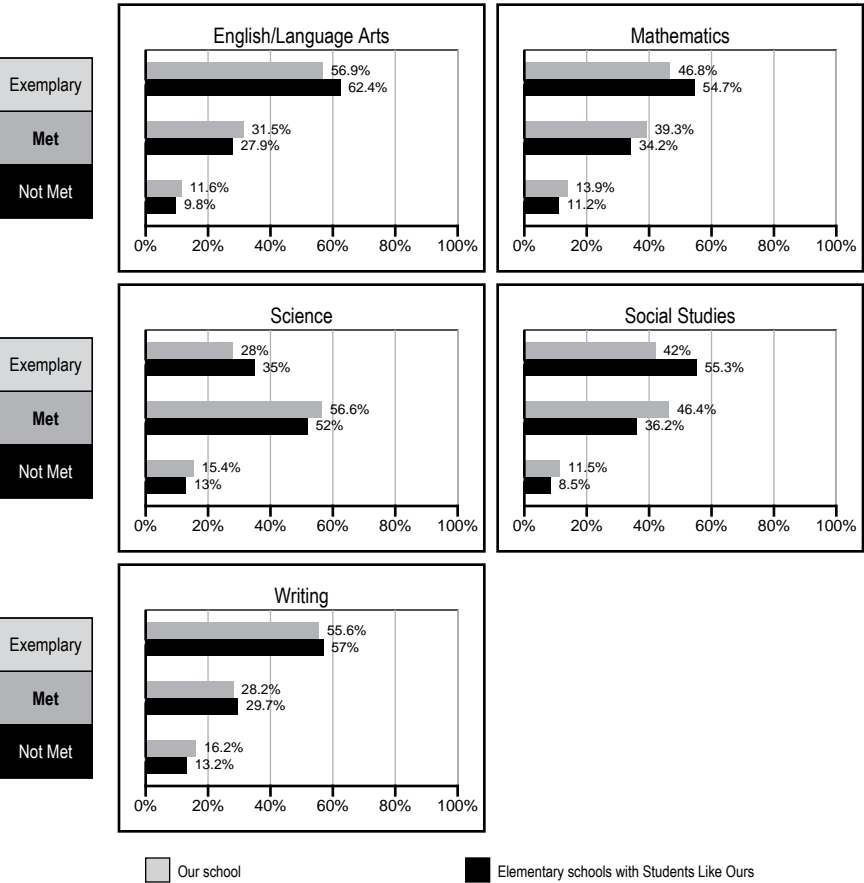
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	0	0	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,175)				
First graders who attended full-day kindergarten	97.4%	Down from 97.5%	98.4%	100.0%
Retention rate	0.7%	Down from 1.1%	0.8%	1.9%
Attendance rate	97.0%	No Change	96.8%	96.3%
Eligible for gifted and talented	22.8%	Up from 21.5%	27.9%	10.0%
With disabilities other than speech	6.2%	Down from 6.8%	5.1%	7.7%
Older than usual for grade	0.1%	Down from 0.2%	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	62.1%	Up from 58.3%	66.9%	59.4%
Continuing contract teachers	81.8%	Up from 75.0%	85.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.7%	Down from 87.0%	84.7%	85.9%
Teacher attendance rate	96.0%	Down from 96.9%	95.3%	95.1%
Average teacher salary*	\$47,318	Up 7.3%	\$50,652	\$47,149
Professional development days/teacher	10.7 days	Up from 10.5 days	10.3 days	11.1 days
School				
Principal's years at school	8.5	Up from 6.5	3.3	4.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 22.7 to 1	21.0 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 91.8%	91.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,131	Up 0.7%	\$6,450	\$7,458
Percent of expenditures for instruction**	68.8%	Down from 71.1%	68.7%	68.8%
Percent of expenditures for teacher salaries**	64.9%	Up from 61.6%	64.5%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Bell's Crossing is in its seventh year of implementing the Baldrige model, a data-driven process for growth. The Baldrige model provides a framework incorporating the philosophy of total quality education management, which consists of leadership, customer focus, systems thinking, and teamwork. All students maintain data notebooks to chart and graph their progress.

We are proud to be recognized as a Carolina First Palmetto's Finest School this year and of the numerous areas in which we have grown. There are eleven NBCT teachers on staff, and all teachers and paraprofessionals are Highly Qualified. All teachers participate in professional growth opportunities each year as aligned with our school improvement plan. Teachers work collaboratively to ensure a consistency of learning across and within the grade levels. Many staff members share their expertise by presenting at local, state, and national conferences. Family nights are held in most months to provide families an opportunity for active learning with their child. We are also proud of our writing program and the progress our students are making in mathematics. We have addressed improvements in math by offering morning tutorial sessions as well as the after-school tutorial program funded by EAA. This year we used our MAP data to meet student needs through flexible RIT grouping. We offer early intervention programs in kindergarten and first grade in the area of reading to close the gap as early as possible. The reputation of the school within the community is that of dedicated staff members who are role models of leadership for our students.

All students participate in enrichment clubs on designated school days. Field trips and grade level presentations extend the curriculum in each grade level and department. The Student Council provides leadership to the student body by coordinating service learning activities throughout the year. The PTA and SIC provided a library for the Latino community for the third year in a row. This year the SCPTA recognized our PTA with a first place award in communication. The PTA provides on-going support through mini-grants, classroom donations, and volunteerism. All parents attend conferences during the year and are involved in their child's education. The school publishing center is organized by parent volunteers; this year, over eight hundred students published books. Parents coordinate the Accelerated Reading program for each grade level. The School Improvement Council is active, monitors the school goals, and serves as an advisory board with input on budgets and improvements. The SIC also serves as the Guidance Steering Committee.

We are adding the challenge of ensuring that our environment continues to be supportive of learning with a positive school climate and discipline policy, full utilization of technology, and keeping our facility as clean as possible. Other areas of opportunity for next year are to improve student achievement in the area of reading, science, and technology. This year, ten Promethean boards were added to classrooms, and more improvements will be made as funds are available. We will strive to become more diverse in our curriculum integration and staffing.

Barbara A. Barlow, Principal
Rhonda Hunt and Michael Budd, SIC Co-Chairpersons

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	164	80
Percent satisfied with learning environment	98.5%	90.2%	92.5%
Percent satisfied with social and physical environment	98.5%	92.0%	88.6%
Percent satisfied with school-home relations	100.0%	91.4%	88.5%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 23 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	587	100	11.4	31.6	57	93.6	84	82.8	Yes	Yes
Gender										
Male	309	100	13.9	33.6	52.5	92.2	80.8	79.3	N/A	N/A
Female	278	100	8.6	29.3	62	95.1	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	465	100	9.1	31.1	59.8	95.3	89.5	89.5	Yes	Yes
African American	55	100	28.8	34.6	36.5	86.5	72.7	73.7	Yes	Yes
Asian/Pacific Islander	19	100	10.5	31.6	57.9	89.5	93	92.3	I/S	I/S
Hispanic	35	100	16.7	36.7	46.7	83.3	74.8	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	75	100	45.3	26.7	28	66.7	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	16.7	27.8	55.6	83.3	74.5	75.1	I/S	Yes
Socio-Economic Status										
Subsided meals	83	100	26.3	46.1	27.6	84.2	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	587	100	13.7	39.4	46.9	90.9	80.9	78.9	Yes	Yes
Gender										
Male	309	100	14.9	38.3	46.8	89.8	79.6	77	N/A	N/A
Female	278	100	12.4	40.6	47	92.1	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	465	100	11.8	38.7	49.6	92.7	87	87.2	Yes	Yes
African American	55	100	30.8	46.2	23.1	80.8	66.3	66.7	Yes	Yes
Asian/Pacific Islander	19	100	5.3	52.6	42.1	94.7	94.3	93	I/S	I/S
Hispanic	35	100	20	36.7	43.3	80	75.3	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	75	100	42.7	30.7	26.7	66.7	48.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	22.2	38.9	38.9	83.3	76.2	76.1	I/S	Yes
Socio-Economic Status										
Subsided meals	83	100	30.3	51.3	18.4	75	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	379	100	15.6	56.4	27.9	84.4	71.3	67.5
Gender								
Male	192	100	16.2	50.3	33.5	83.8	70.8	67
Female	187	100	15	62.8	22.2	85	71.8	68
Racial/Ethnic Group								
White	302	100	13.2	56.4	30.4	86.8	79.5	79.5
African American	34	100	28.1	68.8	3.1	71.9	53	50.3
Asian/Pacific Islander	11	100	9.1	63.6	27.3	90.9	86.9	84.3
Hispanic	26	100	34.8	39.1	26.1	65.2	61.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	41	100	31.7	61	7.3	68.3	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	33	100	31	44.8	24.1	69	60.4	59.6
Socio-Economic Status								
Subsided meals	56	100	33.3	51	15.7	66.7	57.5	55.1

Social Studies

All Students	380	99.7	11.3	46.7	42	88.7	75.7	72.3
Gender								
Male	191	100	14.7	38.6	46.7	85.3	75.1	71.5
Female	189	99.5	7.8	55	37.2	92.2	76.3	73.2
Racial/Ethnic Group								
White	306	100	9.1	46.5	44.4	90.9	81.7	80.7
African American	35	97.1	29	54.8	16.1	71	61.5	60
Asian/Pacific Islander	13	100	23.1	38.5	38.5	76.9	88	88.5
Hispanic	16	100	7.1	42.9	50	92.9	69	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	53	100	35.8	35.8	28.3	64.2	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	23	100	13.6	45.5	40.9	86.4	69	67.9
Socio-Economic Status								
Subsided meals	53	98.1	25	50	25	75	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	585	99.7	15.9	28.3	55.8	84.1	72.9	70.2	97	96.5
Gender										
Male	309	99.4	21.7	28.8	49.5	78.3	66.4	63.2	97	96.4
Female	276	100	9.4	27.8	62.8	90.6	79.7	77.5	97	96.5
Racial/Ethnic Group										
White	462	99.8	13.1	29.1	57.8	86.9	80.5	79.1	97	96.3
African American	58	98.3	36.5	26.9	36.5	63.5	57.1	57.6	97.4	96.5
Asian/Pacific Islander	19	100	10.5	15.8	73.7	89.5	87.3	86.2	97.1	97.6
Hispanic	35	100	26.7	26.7	46.7	73.3	61.3	62.6	97.1	96.9
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	71.8	68.7	96.8	95.2
Disability Status										
Disabled	73	100	50.7	24.7	24.7	49.3	28.4	26.1	96.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	40	100	22.2	27.8	50	77.8	60.5	61.2	97.1	97.2
Socio-Economic Status										
Subsidized meals	80	98.8	32.9	34.2	32.9	67.1	58.8	58.9	96.2	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	231	100	13.3	24.3	62.4	86.7
	4	172	100	11.5	33.9	54.5	88.5
	5	184	100	9	38.2	52.8	91
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	231	100	15.1	38.5	46.3	84.9
	4	172	100	10.3	38.2	51.5	89.7
	5	184	100	15.2	41.6	43.3	84.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	113	100	20.6	51.4	28	79.4
	4	172	100	12.7	54.2	33.1	87.3
	5	94	100	15.2	66.3	18.5	84.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	118	99.2	11.7	46.8	41.4	88.3
	4	172	100	6.6	46.4	47	93.4
	5	90	100	19.5	47.1	33.3	80.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	230	100	15.9	17.3	66.8	84.1
	4	171	99.4	14.5	34.5	50.9	85.5
	5	184	99.5	17	36.4	46.6	83
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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